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ABSTRACT

Student teacher supervisors were surveyed to obtain their ratings of graduates from the College of Education at Ohio State University. Three sample years (1978-79, 1980-81, 1981-82) were chosen. The questionnaire dealt with: (1) whether or not the graduate was still being supervised by the individual completing the questionnaire; (2) how long the graduate had been under the individual's supervision; (3) how well prepared the graduate was to assume teaching responsibilities; (4) how confident the graduate is in performing teaching duties; (5) how effective the graduate is as a teacher; (6) would the graduate be rehired; (7) how the graduate's teaching performance compares with other teachers at the same level; and (8) areas of the teacher education program, identified by the supervisor, that should be added or receive increased emphasis. Examination of the data indicate that supervisors are generally pleased with the teachers that have graduated from the university. The graduates received positive ratings on their confidence and on their educational preparedness from their supervisors. Tables comparing data among the groups of graduates are included. Suggested program improvements are listed. (JD)

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FOLLOW-UP PROJECT 1983

Supervisor's Evaluation of 1978-1979, 1980-1981, and 1981-1982 Graduates at The Ohio State University's College of Education Teacher Certification Program

The 1983 follow-up study of College of Education graduates was conducted using three sample years: 1978-1979; 1980-1981 and 1981-1982. A stratified random sample of the 1978-1979 and 1980-1981 sample years and the total population of the 1981-1982 sample year was surveyed for the study. This study was the first time three samples were used in the survey. In the past only first year graduates were sampled. The results of the follow-up survey are in Technical Report #8, 1983. Another aspect of the follow-up process that was added this year was a request, if a graduate was teaching, to contact the graduate's supervisor in order to obtain a rating of the graduate's preparedness to meet their teaching responsibilities and their effectiveness. Those graduates who responded that we could contact their supervisors (N = 239) provided the supervisors' names and addresses. Subsequently, a brief questionnaire consisting of eight questions was mailed to the 239 supervisors. Ultimately, 199 supervisors (83%) returned completed questionnaires. Of these questionnaires 194 were useable for statistical analysis. These questionnaires represent 67 percent of the graudates who are teaching. The responses were coded and transferred to IBM sheets for scanning and placement on a computer tape. The questionnaires were keyed by the graduates' social security numbers in order to facilitate use with the follow-up file that contains the graduates' responses to their previously completed follow-up questionnaires.

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Statistical Analyses

As previously stated the questionnaire consisted of eight items. The items dealt with the following areas:

(1) under supervision -- whether or not the graduate was still being supervised by the individual completing the questionnaire;

(2) years under supervision -- how long the graduate has been under the individual's supervision who is completing the questionnaire;

(3) preparedness -- how well prepared the graduate was to assume teaching responsibilities;

(4) confidence -- how confident the graduate is in performing his/her teaching duties;

(5) effectiveness -- how effective the graduate is as a teacher;

(6) rehire (and reasons if the answer is no) -- would the graduate be rehired;

(7) compared performance -- how the graduate's teaching performance compares with other teachers at the same level; and

(8) new areas -- areas of the teacher education program, identified by the supervisors that should be added or where an increased emphasis is needed.

The data from the supervisors' questionnaire was analyzed to develop a description of the College's graduates who are presently teaching. Each item was analyzed to determine the frequency and percentage of each response choice, the mean response and other measures of central tendency, and the item's standard deviation. An analysis of variance by year of graduation was performed on the following items: (1) preparedness; (2) confidence; (3) effectiveness; and (4) performance compared to other teachers.

Results

The majority of the graduates (71%) were still under the supervision of the individual who completed the questionnaire (see Table 1). The majority of the graduates (53%) have been under their supervisors' supervision for one year; this is due to the large number of graduates (N = 142) who belong to the 1981-1982 sample year. The mean years of supervision was 1.78 (See Table 2).

Teacher traits, including preparedness, confidence, effectiveness, whether or not an individual would be rehired, and their performance compared to other teachers with comparable experience, produce a profile of the sample of graduates currently teaching.

The majority of teachers were rated by their supervisors as: (See Tables 3-6)

--well prepared for the majority or all of their teaching responsibilities (86%)

--somewhat confident or extremely confident in performing their teaching duties (96%)

--somewhat effective or very effective teachers (95%)

--yes, they would be rehired (95%)

--above average or outstanding compared to teachers with comparable experience (90%)

The final two items on the questionnaire dealt with (1) reasons a graduate would not be rehired and (2) topics which should be added or receive an increased emphasis in the teacher education curriculum. The first item, which requested supervisors' reasons for not rehiring a graduate, resulted in eleven reasons. The supervisors identified only nine graduates (out of 192 graduates) they would not rehire, hence there is approximately one response per identified graduate (See Tables 7 and 8).

Table 1

Presently Under Supervision

Alternatives	N	%
(1) Yes	138	71
(2) No	56	29
Total	194	100

Table 2

Years Under Supervision

Alternatives	N	%
1	102	53
2	59	30
3	20	10
4	7	4
5	4	2
8	1	.5
9	1	.5
Total		
Mean	1.58	
Standard Deviation	1.16	

Table 3

Preparedness to Teach

Alternatives	N	%
(1) Unprepared for the majority of the responsibilities of teaching	2	1
(2) Generally prepared for the majority of the responsibilities of teaching	26	13
(3) Well prepared for the majority of the responsibilities of teaching	88	45
(4) Well prepared for all the responsibilities of teaching	78	40
Total	194	99*
Mean	3.25	
Standard Deviation	.72	
*Rounding error		

Table 4

Confidence in Teaching

Alternatives	N	%
(1) Extremely lacking in confidence	2	1
(2) Somewhat lacking in confidence	5	3
(3) Somewhat confident	66	34
(4) Extremely confident	121	62
Total	194	100
Mean	3.58	
Standard Deviation	.60	

Table 5
Teaching Effectiveness

Alternatives	N	%
(1) Ineffective	1	1
(2) Moderately Efffective	8	4
(3) Somewhat Effective	62	32
(4) Very Effective	123	63
Total	194	100
Mean	3.58	
Standard Deviation	.60	

Table 6
Performance Compared to Other Teachers

Alternatives	N	%
(1) Below Average	3	2
(2) Average	26	14
(3) Above Average	96	50
(4) Outstanding	67	35
Total	192	101*
Mean	3.18	
Standard Deviation	.72	

*Rounding error

Table 7

Would the Individual be Rehired

Alternatives	N	%
(1) Yes	183	95
(2) No	9	5
Total	192	100

Table 8

Question #6

1. Does not understand role as a professional with students
2. Does not understand role as a professional with parents
3. Immature
4. Lacks creativity in teaching
5. Discipline Problems
6. Negative Attitude
7. Lacks enthusiasm
8. Arrogant
9. Not concerned with improving his/her teaching
10. Only a limited time period for employment
11. There are stronger candidates

The second item, which requested topics in teacher education that should be included or the emphasis increased, generated a large number of responses that were ultimately grouped into 24 separate response categories, including "other". Table 9 lists the developed response categories and the frequencies for each category. The categories mentioned most frequently (excluding the "other" category) were: classroom discipline, the overwhelmingly first choice (N = 31); role of professional - professionalism (N = 9); effective teaching techniques (N = 8); and lesson planning (N = 8).

The "other" category contained responses that pertained to specific program areas, i.e., music education or physical education and such responses as: more knowledge of current research; supervision of extracurricular activities; application of behavior modification techniques; and experiences to gain an understanding regarding loyalty to a supervisor and the school district.

Examination of these data indicate that supervisors are generally pleased with the teachers that have graduated from The Ohio State University's College of Education. The graduates have received overwhelmingly positive ratings on their confidence and on their educational preparedness from their supervisors. Although there were a number of responses to the item about new areas needed in the teacher preparation curriculum, it should be noted that the supervisors that answered the item gave multiple responses, and 37 percent did not answer or stated they believed the program as reflected through the teachers was acceptable in its present form. It is also very important to note that the supervisors identified only 9 graduates they would not rehire. It can be concluded that, based on this sample, the College of Education graduates of the recent past are performing an above average teaching job as rated by their supervisors.

Table 9

Question #8	N
1. Discipline - classroom management	31
2. Professional Scope outside College i.e. participation	3
3. Computers	4
4. Role of Professional-Professionalism	9
5. More classroom experience	6
6. Teaching and measurement	5
7. Effective teaching techniques	8
8. Teacher Student relationships	7
9. Lesson Planning	8
10. Daily Routine; administrative detail	7
11. Reading	0
12. Parent/Teacher Relationships/Communication	6
13. Individualized Instruction	5
14. Problem Solving, Critical Thinking	4
15. Grammar; Rhetoric; Language Arts; Basic Skills	4
16. Emphasis on middle school level	6
17. Handwriting	2
18. Motivation techniques	4
19. Classroom organization	1
20. Staff interaction	2
21. Public Relations; Communication Skills	4
22. Coping and recognizing different ability levels	6
23. Positive attitude, liking children, being humanistic	6
24. Other	29

Comparisons by Sample Year

The analysis of variance (ANOVA) by sample year computed on four questionnaire items produced significant results on three items: (1) preparedness; (2) teaching effectiveness; and (3) performance compared to other teachers (see Tables 10-12). As would be expected, the results of the ANOVA for these items indicated significant differences between the most recent group of graduates, 1981-1982, and the group that has been teaching the longest, 1978-1979.

On the preparedness item the 1978-1979 group had a mean rating of 3.69 and the 1981-1982 group had a mean rating of 3.13. On the effectiveness item the 1978-1979 group had a mean rating of 3.83 and the 1981-1982 group had a mean rating of 3.52. On the last significant item, performance compared to other teachers, the 1978-1979 group had a mean rating of 3.55 and the 1981-1982 group had a mean rating of 3.09. The results of these analyses suggest that the longer an individual has been teaching, the more prepared an individual is, hence the more effective his/her teaching becomes. In addition, the increase in effectiveness leads to a higher rating of teaching performance when an individual is compared to his/her teaching colleagues. However, as the data indicate, all graduates are performing at a high level.

Table 10

Preparedness to Teach

SOURCE	D.F.	S.S.	F
Between Groups	2	7.9808	8.272
Within Groups	191	92.1420	
TOTAL	193	100.1228	

$p < .0004$

SUMMARY STATISTICS

GROUP	N	MEAN	STANDARD DEVIATION
1978-1979	29	3.69	.0874
1980-1981	23	3.39	.1216
1981-1982	142	3.13	.7459
TOTAL	194	3.25	.7203

Table 11

Teaching Effectiveness

SOURCE	D.F.	S.S.	F
Between Groups	2	2.3887	~~.0349~~ 3.415
Within Groups	191	66.7912	
TOTAL	193	69.1799	

$p < .0349$

SUMMARY STATISTICS

GROUP	N	MEAN	STANDARD DEVIATION
1978-1979	29	3.83	.3844
1980-1981	23	3.65	.4870
1981-1982	142	3.52	.6382
TOTAL	194	3.58	.5913

Table 12

Performance Compared To Other Teachers

SOURCE	D.F.	S.S.	F
Between Groups	2	5.2197	5.281
Within Groups	189	93.3992	
TOTAL	191	98.6189	

$p < .0059$

SUMMARY STATISTICS

GROUP	N	MEAN	STANDARD DEVIATION
1978-1979	29	3.55	.5061
1980-1981	23	3.26	.5408
1981-1982	140	3.09	.7577
TOTAL	192	3.18	.7186